

**ELIGIBLE FOR SPEECH-LANGUAGE SERVICES
IEP COMPONENTS**

STUDENT INFORMATION

A section may be added at the beginning of the IEP format to include pertinent student information as determined necessary by the school district.

IEP PARTICIPANTS

Please sign in the appropriate space. A signature in this section of the IEP documents participation in the meeting and does not mean agreement with the IEP.

Student, if appropriate or required	Date
Parent/Guardian	Date
Regular Education Teacher	Date
Speech-language Specialist (who provides the speech-language services and who interprets the evaluation.)	Date
Case Manager (May be the speech-language specialist above.)	Date
School District Representative (May be the speech-language specialist above, another speech-language specialist or other appropriate school personnel.)	Date
Other	Date
Other	Date

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

Consider relevant data. Consider the results of the initial or most recent evaluation and, as appropriate, consider the student's performance on any general State or districtwide assessment [N.J.A.C. 6A:14-3.7(c)2]. List the sources of information including evaluation data, teacher reports, classroom observations, interests and preferences of the student and parental input used to develop the IEP. In the area of communication, state the strengths of the child and the concerns of the parent [N.J.A.C. 6A:14-3.7(c)1].

Describe the present levels of performance including how the child's disability affects his or her involvement and progress in the general education curriculum. [N.J.A.C. 6A:14-3.7(d)1i]

Include other educational needs that result from the student's disability. [N.J.A.C. 6A:14-3.7(d)2ii].

In addition, consider each of the following. If, in considering the special factors described below, the IEP team determines that the student needs a particular device or service (including an intervention, accommodation or other program modification) to receive a free, appropriate public education, the IEP must include a statement to that effect in the appropriate section. If a factor is not applicable, note as such.

Transition service needs and services should be considered in accordance with N.J.A.C. 6A:14-3.7(e). Transition service needs or services should be addressed in the appropriate instructional area through annual goals and short-term objectives or benchmarks, as well as, through modifications and/or supplementary aids and services. [N.J.A.C. 6A:14-3.7(e)]

Language needs of a child with limited English proficiency [N.J.A.C. 6A:14-3.7(c)4];

Communication needs [N.J.A.C. 6A:14-3.7(c)6];

For a student who is deaf or hard of hearing, opportunities for direct communication with peers and school personnel [N.J.A.C. 6A:14-3.7(c)7]; and

The need for assistive technology devices and services. [N.J.A.C. 6A:14-3.7(c)8]. (When applicable, identify the assistive technology devices and services on page 3.)

TRANSFER OF RIGHTS AT AGE OF MAJORITY

OPTION I: At least three years before the student reaches age 18, a statement that the student and the parent(s) have been informed of the rights that will transfer to the student on reaching the age of majority, unless the parents obtain guardianship [N.J.A.C. 6A:14-3.7(d)12]. The district may use the following description to document that the student and parents have been informed of the rights that will transfer. The IEP team may include this statement at age 14 when transition planning begins.

On *(Date)*, *(Name of Student)* will turn age 18 and become an adult student. The following rights will transfer to *(Name of Student)*:

- The school district must receive written permission from *(Name of Student)* before it conducts any assessments as part of an evaluation or reevaluation and before implementing an IEP for the first time.
- The school must send a written notice to *(Name of Student)* whenever it wishes to change or refuses to change the evaluation, eligibility, individualized education program (IEP) or placement, or the provision of a free, appropriate public education (FAPE).
- You, the parents, may not have access to *(Name of Student)*'s educational records without his/her consent, unless he/she continues to be financially dependent on you.
- The district will continue to provide you, the parents, with notice of meetings and of any proposed changes to your adult child's program.
- Any time *(Name of Student)* disagrees with his/her special education program, he/she is the only one who can request mediation or a due process hearing to resolve any disputes arising in those areas.

If *(Name of Student)* wishes, he/she may write a letter to the school giving you, the parents, the right to continue to act on his/her behalf in these matters.

OPTION II: At least three years before the student reaches age 18, a statement that the student and the parent(s) have been informed of the rights that will transfer to the student on reaching the age of majority unless the parents obtain guardianship [N.J.A.C. 6A:14-3.7(d)12]. The district may inform the student and the parents by letter of the rights that will transfer. ([See the attached sample notices.](#)) If a letter is used, complete the following:

- ☐ _____ was informed in writing on _____ of the rights that will transfer to him/her at age eighteen.
(Name of Student) (Date)
- ☐ _____ was/were informed in writing on _____ of the rights that will transfer at age eighteen.
(Name of Parent[s]) (Date)

INSTRUCTIONAL AREA: Communication (may include such areas as language arts, fluency, voice, etc.)		
ANNUAL MEASURABLE GOAL: Related to the core curriculum content standards through the general education curriculum unless otherwise required according to the student's educational needs.		
BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES
Related to meeting the student's communication needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum. [N.J.A.C. 6A:14-3.7(d)2]		State how the student's progress toward the annual goal will be measured.
MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE REGULAR EDUCATION CLASSROOM		
State the modifications related to communication for the student to be involved and progress in the general education curriculum, and be educated with nondisabled students. State the supplementary aids and services that will be provided to the student or on behalf of the student [N.J.A.C. 6A:14-3.7(d)3]. Identify any assistive technology devices and services to be provided.		
State the modifications to enable the student to participate in the general education curriculum.	State the supplementary aids and services.	

MODIFICATIONS IN EXTRACURRICULAR AND NONACADEMIC ACTIVITIES	
State the modifications in the area of communication provided to enable the student to participate in extracurricular and nonacademic activities [N.J.A.C. 6A:14-3.7(d)3ii].	

SUPPORTS FOR SCHOOL PERSONNEL	
State the supports for school personnel that will be provided for the student [N.J.A.C. 6A:14-3.7(d)3].	

PROGRESS REPORTING	
State how the parents will be regularly informed of their student's progress toward the annual goals [N.J.A.C. 6A:14-3.7(d)14].	
METHOD	SCHEDULE
Methods for informing parents of a student with a disability of the progress of their child may include report cards, written progress reports, or parent-teacher conferences.	Parents of a student with a disability shall be informed of progress of their child at least as often as parents of a nondisabled student are informed of their child's progress.

PARTICIPATION IN DISTRICT AND STATE ASSESSMENT PROGRAM				
Specify the district or state assessment.		Modifications / Accommodations [N.J.A.C. 6A:14-3.7(d)5]		
District Assessment:		Modifications and accommodations must be related to the goals and objectives in this IEP. Decisions about modifications and accommodations for state or districtwide assessment should be documented in the IEP for the year in which the student will be taking the test.		
State Assessment Check one: ESPA _____ GEPA _____ HSPT/A _____ SRA _____				
EXTENDED SCHOOL YEAR				
Determine whether the student needs an extended school year (ESY) program [N.J.A.C. 6A:14-4.3(b)]. List relevant factors considered in determining whether the student needs an ESY program. If the student requires an ESY program, describe the ESY program:				
STATEMENT OF SPEECH-LANGUAGE SERVICES				
Specify whether the service will be provided individually or in a group. Specify group size if the student requires a group size of fewer than 5 students to meet his or her individual needs. [N.J.A.C. 6A:14-3.7(d)3 and N.J.A.C. 6A:14-3.7(d)6]	Dates the services will begin and end	Frequency	Location	Duration

NOTICE REQUIREMENTS FOR THE IEP AND PLACEMENT

This form describes the information required in each of the components of written notice for an IEP meeting. The written notice includes the IEP as a description of the proposed action and a description of the procedures and factors used in determining the proposed action.

Describe the proposed action [N.J.A.C. 6A:14-2.3(e)1] and explain why the district has taken such action [N.J.A.C. 6A:14-2.3(e)2]:

The attached IEP describes the proposed program and placement and was developed:

_____ as a result of an initial evaluation and determination of eligibility.

_____ as a result of an annual review.

_____ as a result of a reevaluation.

_____ in response to a parental request.

_____ to propose a change in placement.

_____ other: _____.

Describe any options considered and the reasons those options were rejected [N.J.A.C. 6A:14-2.3(e)3] :

This section is completed, if the parent (or adult student) has made a request of the school district regarding the IEP (services and/or placement) and the district has rejected the request.

Describe the procedures, tests, records or reports and factors used in determining the proposed action [N.J.A.C. 6A:14-2.3(e)4]:

The sources of information used to develop the proposed IEP are listed in the present levels of performance.

If applicable, describe any other factors that are relevant to the proposed action [N.J.A.C. 6A:14-2.3(e)]:

PROCEDURAL SAFEGUARDS STATEMENT

As the parent of a student who is or may be eligible for speech-language services or as an adult student who is or may be eligible for speech-language services, you have rights regarding identification, evaluation, classification, the development of an IEP, placement and the provision of a free, appropriate public education under the New Jersey Administrative Code for Special Education, N.J.A.C. 6A:14. A description of these rights, which are called procedural safeguards, is contained in the document, *Parental Rights in Special Education* (PRISE). This document is published by the New Jersey Department of Education.

A copy of PRISE is provided to you upon referral for an initial evaluation, upon each notification of an IEP meeting, upon reevaluation and when a due process hearing is requested. In addition, a copy will be provided to you at your request.

To obtain a copy of PRISE, please contact:

School District Office or Personnel

Phone Number

For help in understanding your rights, you may contact any of the following:

School District Representative

Phone Number

Statewide Parent Advocacy Network (SPAN) at (800) 654 - 7726.

Protection and Advocacy, Inc., at (800) 922 - 7233.

County Supervisor of Child Study

Phone Number

CONSENT FOR INITIAL IEP IMPLEMENTATION:

Your signature is required to give consent before the proposed IEP services can start.

I, we have received a copy of the proposed IEP and give consent for the IEP services to start.

Signature

Date

IEP: ANNUAL REVIEW OR IEP AMENDMENT This form is used when the proposed IEP is reviewed and revised.

You have the right to consider the proposed, revised IEP for up to 15 calendar days. Your signature is not required to implement an IEP, after the 15 calendar days have expired. To have the IEP services start before the 15 days expire, you must sign below.

I, we have received a copy of the proposed IEP and agree to have the IEP services start before the 15 calendar days have expired.

Signature

Date